

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
WASHINGTON, D.C. 20202-6140**

and

NATIONAL ENDOWMENT FOR THE ARTS



**FY 2000
APPLICATION FOR GRANTS
UNDER THE ARTS IN EDUCATION
COMPETITIVE GRANTS PROGRAM**



**NATIONAL
ENDOWMENT
FOR THE ARTS**

CFDA NUMBER: 84.926B

FORM APPROVED

OMB NO. 1810.0630

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CLOSING DATE: JULY 21, 2000

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COMPETITIVE GRANT PROGRAM
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SECTION A

DEAR APPLICANT LETTER



UNITED STATES DEPARTMENT OF EDUCATION
AND
NATIONAL ENDOWMENT FOR THE ARTS



Dear Applicant:

Thank you for your interest in the Arts in Education Competitive Grant Program. The Department of Education, in collaboration with the National Endowment for the Arts, has developed this grant competition to provide assistance to Local Educational Agencies (LEAs) on behalf of eligible schools to support programs for media literacy projects. Included in this application booklet are the instructions and forms needed to submit a complete application to the U.S. Department of Education. This booklet includes information on funding available in fiscal year 2000, the selection criteria that will be used to evaluate the applications, and a copy of the closing date notice which describes the absolute priority for the Arts grants.

We would like to bring your attention to other Department requirements that affect the application that you will be developing. One concerns a provision in the Department of Education's General Education Provisions Act (GEPA), while the second concerns the budget information needed for multi-year projects.

First, Section 427 of GEPA was enacted as part of the Improving America's Schools Act of 1994 and requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. Your description need not be lengthy and may be provided in either a separate narrative or, if appropriate, may be discussed in connection with related topics in the application.

Second, in accordance with Education Department General Administrative Regulations (EDGAR), an applicant may request funding for a multi-year award. In order to be considered for multi-year funding, the applicant must explain why a multi-year project is needed and provide a detailed budget for each of the years of the proposed project. The Department will establish, at the same time as the initial award, the funding levels for each year of the grant award. If you are selected for an award, the budgets for all years of the project will be established at the same time. Future continuation awards will rely heavily on project performance reports, which will need to be submitted near the end of each budget period, as well as continued appropriations for this program in subsequent years. You will be notified when the reports are due.

As part of a governmentwide effort to improve the performance and accountability of all Federal programs, the Government Performance and Results Act (GPRA) requires the development and use of performance indicators to set goals for program performance and

to measure and report program results. The Department will be developing performance indicators for the Arts program, and a copy of the performance indicators will be mailed to you when completed.

Please refer to the Notice Inviting Applications that follows for a contact name and number, and do not hesitate to call if you should have any questions about the program after reviewing the application package.

We look forward to receiving your application and appreciate your efforts to meet the educational needs of students through this program.

Sincerely,

Cohen Bill Ivey
Assistant Secretary for Elementary
and Secondary Education

Michael
Chairman, National
Endowment for the Arts

SECTION B

LEGAL AND REGULATORY DOCUMENT

Application Notice
Authorizing Statute
Title I Section 1113

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No. 84.926B)

Office of Elementary and Secondary Education - Arts in Education

Competitive Grant Program

Notice inviting applications for new awards for fiscal year (FY)

2000

PURPOSE OF PROGRAM: The goal of this grant competition is to provide assistance to local educational agencies (LEAs) on behalf of eligible schools to support media literacy projects. "Media literacy" refers to the ability to understand and interpret the artistic content of images, including violent messages, transmitted through the electronic media.

SUPPLEMENTARY INFORMATION:

Background:

Many studies have explored the relationship between children's viewing of violence through the media and their engaging in violent behavior. While there is little consensus among these studies regarding the impact that the electronic media have on youth violence, the Secretary believes that instruction that helps young people to critically analyze media messages about violence can help to prevent youth violence. Accordingly, this grant

competition focuses on media literacy projects that include opportunities for youth to engage in non-violent, innovative arts programming. These projects will support model partnerships between schools and arts-based organizations to demonstrate new methods of improving the interpretive and creative skills of young people in dealing with the media arts. Young people will learn how to interpret the messages they receive on a daily basis through the media, and also how to engage in the creative process in developing better alternatives to media programming that include violent content.

Today's students --- tomorrow's citizens and leaders in our democracy --- will need a different set of understandings and skills in communications if they are to succeed in the global society and economy that are fueled by new media technologies. CD-ROMs, video games, music videos, interactive communications facilitated by personal computers, and the World Wide Web, as well as such older electronic media as television shows, movies, and recorded music, command an increasing amount of the attention and time of our children. We must help them learn to "read" and evaluate images as well as text. These technologies can be used to create and communicate ideas that portray alternatives to violence, drug use, and disrespect.

ELIGIBLE APPLICANTS: LEAs with one or more schools where 75 percent or more of the children are from low-income families, based on the poverty criteria described in Title I Section 1113(a)(5) of the Elementary and Secondary Education Act. Applicants must submit evidence of their eligibility. For this purpose applicants may submit records kept for the purpose of Title I of the Elementary and Secondary Education Act that demonstrates that proof of eligibility.

NOTE: Potential applicants are reminded that, under the absolute priority published elsewhere in this notice, the Secretary will only fund under this competition media literacy projects in schools where the number of children from low-income families equals or exceeds 75 percent.

APPLICATIONS AVAILABLE: May 25, 2000

DEADLINE FOR TRANSMITTAL OF APPLICATION: July 21, 2000

DEADLINE FOR INTERGOVERNMENTAL REVIEW: August 21, 2000

ESTIMATED AVAILABLE FUNDS: \$990,000.

ESTIMATED RANGE OF AWARDS: \$50,000 TO \$150,000.

ESTIMATED AVERAGE SIZE OF AWARDS: \$100,000.

ESTIMATED NUMBER OF AWARDS: 8-10.

PROJECT PERIOD: Up to 36 months.

NOTE: The Department is not bound by any estimates in this notice. Funding estimates are for the first year of

the project period only. Funding for the second and third years is subject to the availability of funds and the approval of continuation awards (34 CFR 75.253).

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

PRIORITY:

Absolute Priority: The Secretary gives absolute priority to media literacy projects, implemented in schools where the number of children from low-income families equals or exceeds 75 percent, that are designed both to:(1) enable students in those schools to critically interpret and analyze the images, including violent messages, transmitted through the electronic media, and (2) help students in those schools to create their own media-based arts projects presenting alternative non-violent messages through the use of film, video, hypermedia, website design and other contemporary communications media. Applicants should clearly state in the abstract how their application addresses both elements of this priority. Only projects that meet both elements of this priority will be considered for funding.

SELECTION CRITERIA: The Secretary uses the selection criteria published in 34 CFR 75.209 and 75.210 to evaluate

applications for the Arts in Education Competitive Grant Program. The application package includes the selection criteria and the points assigned to each criterion.

WAIVER OF PROPOSED RULEMAKING: It is the Secretary's practice, in accordance with the Administrative Procedure Act (5 U.S.C. 553) to offer interested parties the opportunity to comment on proposed rules. Section 437(d)(1) of the General Education Provisions Act (GEPA), however, exempts from this requirement rules that apply to the first competition under a new or substantially revised program. Funding was provided for this new initiative in the fiscal year 2000 appropriations act enacted in October 1999. The Secretary, in accordance with section 437(d)(1) of GEPA, has decided to forego public comment in order to ensure timely grant awards.

FOR FURTHER INFORMATION OR APPLICATIONS: Shelton Allen, U.S. Department of Education, 400 Maryland Avenue, S.W., FOB6, Room 3C126, Washington, D.C. 20202-6140. Telephone: (202) 260-2487 or fax: (202) 205-5630. The e-mail address for Mr. Allen is:

shelton_allen@ed.gov

If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1-888-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph. Individuals with disabilities may obtain a copy of the application package in an alternate format, also, by contacting that person. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

Electronic Access to This Document:

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Abode Portable Document Format (PDF) on the Internet at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the PDF you must have the Abode Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

NOTE: The official version of this document is the document published in the Federal Register. Free Internet

access to the official edition of the Federal Register and the
Code of Federal Regulations is available on GPO Access at:

<http://www.access.gpo.gov/nara/index.html>

PROGRAM AUTHORITY: 20 U.S.C. 8091.

Date: May 25, 2000

Michael Cohen,
Assistant Secretary for
Elementary and Secondary Education.

`Subpart 1--Arts Education

`SEC. 10401. SUPPORT FOR ARTS EDUCATION.

`(a) FINDINGS- The Congress finds that--

- `(1) the arts are forms of understanding and ways of knowing that are fundamentally important to education;
- `(2) the arts are important to excellent education and to effective school reform;
- `(3) the most significant contribution of the arts to education reform is the transformation of teaching and learning;
- `(4) such transformation is best realized in the context of comprehensive, systemic education reform;
- `(5) demonstrated competency in the arts for American students is among the National Education Goals;
- `(6) participation in performing arts activities has proven to be an effective strategy for promoting the inclusion of persons with disabilities in mainstream settings;
- `(7) opportunities in the arts have enabled persons of all ages with disabilities to participate more fully in school and community activities;
- `(8) the arts can motivate at-risk students to stay in school and become active participants in the educational process; and
- `(9) arts education should be an integral part of the elementary and secondary school curriculum.

`(b) PURPOSES- The purposes of this subpart are to--

- `(1) support systemic education reform by strengthening arts education as an integral part of the elementary and secondary school curriculum;
- `(2) help ensure that all students have the opportunity to learn to challenging State content standards and challenging State student performance standards in the arts; and
- `(3) support the national effort to enable all students to demonstrate competence in the arts in accordance with the National Education Goals.

`(c) ELIGIBLE RECIPIENTS- In order to carry out the purposes of this subpart, the Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with--

- `(1) State educational agencies;
- `(2) local educational agencies;
- `(3) institutions of higher education;
- `(4) museums and other cultural institutions; and
- `(5) other public and private agencies, institutions, and organizations.

`(d) AUTHORIZED ACTIVITIES- Funds under this subpart may be used for--

- `(1) research on arts education;
- `(2) the development of, and dissemination of information about, model arts education programs;
- `(3) the development of model arts education assessments based on high standards;
- `(4) the development and implementation of curriculum frameworks for arts education;
- `(5) the development of model preservice and inservice professional development programs for arts educators and other instructional staff;
- `(6) supporting collaborative activities with other Federal agencies or institutions involved in arts education, such as the National Endowment for the Arts, the Institute of Museum Services, the John F. Kennedy Center for the Performing Arts, Very Special Arts, and the National Gallery of Art;
- `(7) supporting model projects and programs in the performing arts for children and youth through arrangements made with the John F. Kennedy Center for the Performing Arts;
- `(8) supporting model projects and programs by Very Special Arts which assure the participation in mainstream settings in arts and education programs of individuals with disabilities;
- `(9) supporting model projects and programs to integrate arts education into the regular elementary and secondary school curriculum; and
- `(10) other activities that further the purposes of this subpart.

`(e) COORDINATION-

`(1) IN GENERAL- A recipient of funds under this subpart shall, to the extent possible, coordinate projects assisted under this subpart with appropriate activities of public and private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters.

`(2) SPECIAL RULE- In carrying out this subpart, the Secretary shall coordinate with the National Endowment for the Arts, the Institute of Museum Services, the John F. Kennedy Center for the Performing Arts, Very Special Arts, and the National Gallery of Art.

`(f) AUTHORIZATION-

`(1) IN GENERAL- For the purpose of carrying out this subpart, there are authorized to be appropriated \$11,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

`(2) SPECIAL RULE- If the amount appropriated under paragraph (1) for any fiscal year is \$9,000,000 or less, then such amount shall only be available to carry out the activities described in paragraphs (7) and (8) of subsection (d).

TITLE I--AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SEC. 101. AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

The Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) is amended to read as follows:

`SECTION 1. TABLE OF CONTENTS.

`This Act may be cited as the `Elementary and Secondary Education Act of 1965'.

`SEC. 1113. ELIGIBLE SCHOOL ATTENDANCE AREAS.

`(a) DETERMINATION-

`(1) IN GENERAL- A local educational agency shall use funds received under this part only in eligible school attendance areas.

`(2) ELIGIBLE SCHOOL ATTENDANCE AREAS- For the purposes of this part--

`(A) the term `school attendance area' means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and

`(B) the term `eligible school attendance area' means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families in the local educational agency as a whole.

`(3) RANKING ORDER- If funds allocated in accordance with subsection (c) are insufficient to serve all eligible school attendance areas, a local educational agency shall--

`(A) annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and

`(B) serve such eligible school attendance areas in rank order.

`(4) REMAINING FUNDS- If funds remain after serving all eligible school attendance areas under paragraph (3), a local educational agency shall--

`(A) annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and

`(B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

`(5) MEASURES- The local educational agency shall use the same measure of poverty, which measure shall be the number of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free and reduced priced lunches under the National School Lunch Act, the number of children in families receiving assistance under the Aid to Families with Dependent Children program, or the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency--

`(A) to identify eligible school attendance areas;

`(B) to determine the ranking of each area; and

`(C) to determine allocations under subsection (c).

`(6) EXCEPTION- This subsection shall not apply to a local educational agency with a total enrollment of less than 1,000 children.

`(7) WAIVER FOR DESEGREGATION PLANS- The Secretary may approve a local educational agency's written request for a waiver of the requirements of subsections (a) and (c), and permit such agency to treat as eligible, and serve, any school that children attend with a State-ordered or a court-ordered school desegregation plan or a plan that continues to be implemented in accordance with a State-ordered or court-ordered desegregation plan, if (A) the number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and (B) the Secretary determines on the basis of a written request from such agency and in accordance with such criteria as the Secretary establishes, that approval of that request would further the purposes of this part.

`(b) LOCAL EDUCATIONAL AGENCY DISCRETION-

`(1) IN GENERAL- Notwithstanding subsection (a)(2), a local educational agency may--

`(A) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;

`(B) use funds received under this part in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency; and

`(C) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if--

`(i) the school meets the comparability requirements of section 1120A(c);

`(ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and

`(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this part.

`(2) SPECIAL RULE- Notwithstanding paragraph (1)(C), the number of children attending private elementary and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under paragraph (1).

`(c) ALLOCATIONS-

`(1) IN GENERAL- A local educational agency shall allocate funds received under this part to eligible school attendance areas or eligible schools, identified under subsection (a) or (b), in rank order, on the basis of the total number of children from low-income families in each area or school.

`(2) SPECIAL RULE- (A) Except as provided in subparagraph (B), the per pupil amount of funds allocated to each school attendance area or school under paragraph (1) shall be at least 125 percent of the per pupil amount of funds a local educational agency received for that year under the poverty criteria described by the local educational agency in the plan submitted under section 1112, except that this paragraph shall not apply to a local educational agency that only serves schools in which the percentage of such children is 35 percent or greater.

`(B) A local educational agency may reduce the amount of funds allocated under subparagraph (A) for a school attendance area or school by the amount of any supplemental State and local funds expended in that school attendance area or school for programs that meet the requirements of section 1114 or 1115.

`(3) RESERVATION- A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve--

`(A) where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters;

`(B) children in local institutions for neglected or delinquent children; and

`(C) where appropriate, neglected and delinquent children in community day school programs.

SECTION C

APPLICATION INSTRUCTIONS AND FORMS

General Instructions

SF 424 and Instructions

Program Narrative Instructions

Assurances and Certifications

ED Form 524 Instructions Sections A, B, and C

GENERAL INSTRUCTIONS

APPLICATION ORDER

It is recommended that your application be organized in the following manner and include the following parts:

PART I: APPLICATION FOR FEDERAL ASSISTANCE (STANDARD FORM 424 (REV. 6/98))

This part of your application consists of the standard application face page on which you provide basic identifying information about the applicant and the application. Specific instructions for completing this form are located on the back of the form.

Applicants should clearly indicate, in block #3 of this form, the CFDA number of the program (e.g., 84.926B) under which the application should be considered. If this information is not provided, your application may be assigned and reviewed under a different program than the one you intended.

You must submit a separate application for each program for which you apply. Each application should be prepared following the instructions and selection criteria as closely as possible.

PART II: PROJECT ABSTRACT

A 1-2 page abstract describing the proposed project, including the objectives and how the project will meet the objectives of this program.

PART III: ASSURANCES AND CERTIFICATES

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in the package are:

- Assurances Nonconstruction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug Free Workplace Requirements

PART IV: PROGRAM NARRATIVE

This part of your application requires a narrative that addresses the selection criteria that will be used by reviewers in evaluating individual proposals. The program narrative should be developed and organized according to the selection criteria. The selection criteria will be used to evaluate applications submitted under the Arts in Education Competitive Grant Program (CFDA 84.926B) .

PART V: BUDGET FORM AND INFORMATION (STANDARD FORM 524)

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide complete budget information for each of the years (1-3) of the proposed project. Specific instructions for completing the budget forms and information immediately follow the form. Remember that Section C requires an itemized budget breakdown by project year and requests other explanations or comments deemed necessary.

NO GRANT MAY BE AWARDED UNLESS A COMPLETE APPLICATION HAS BEEN RECEIVED.

BE SURE TO SUBMIT ONE ORIGINAL AND TWO COPIES OF THE COMPLETE APPLICATION

DUNS Number Instructions

D-U-N-S No.: Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dbis/aboutdb/intlduns.htm>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide.

PROGRAM NARRATIVE INSTRUCTIONS & SELECTION CRITERIA

PROGRAM NARRATIVE INSTRUCTIONS

The program narrative should follow the order of the selection criteria listed below. Describe in detail activities planned for each funding period. Provide a one-page abstract describing your program background, goal(s), purpose(s), intended audience, and any special features on how the program operates. In addition, see Section E, Notice to All Applicants (Section 427 GEPA), regarding the provision that applies to applicants for new grant awards under Department programs.

The selection criteria below will be used to evaluate applications submitted to the Arts In Education Competitive Grants Program (84.926B). These criteria are taken from the Education Department General Administrative Regulations, as codified at 34 CFR 75.201 and 75.210 (revised as of September 16, 1997)

SELECTION CRITERIA:

The project narrative should include the following sections in this order, and is limited to 25 pages:

(A) NEED FOR PROJECT. (25 points)

- (1) The Secretary considers the need for the proposed project.**
- (2) In determining the need for the proposed project, the Secretary considers one or more of the following factors:**
 - (i) The magnitude or severity of the problem to be addressed by the proposed project.**
 - (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.**
 - (iii) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
 - (iv) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.**

(B) SIGNIFICANCE. (10 points)

- (1) The Secretary considers the significance of the proposed project.**
- (2) In determining the significance of the proposed project, the Secretary considers one or more of the following factors:**
 - (i) The significance of the problem or issue to be addressed by the proposed project.**
 - (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

(C) QUALITY OF PROJECT DESIGN. (15 points)

- (1) The Secretary considers the quality of the design of the proposed project.**
- (2) In determining the quality of the design of the proposed project, the Secretary considers one or more of the following factors:**
 - (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
 - (ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

(D) QUALITY OF PROJECT SERVICES. (15 points)

- (1) The Secretary considers the quality of the services to be provided by the proposed project.**
- (2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
- (3) In addition, the Secretary considers one or more of the following factors:**
 - (i) The extent to which the services to be provided by the proposed project are appropriate to the need of the intended recipients or beneficiaries of those services.**
 - (ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.**
 - (iii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

(E) QUALITY OF PROJECT PERSONNEL. (10 points)

- (1) The Secretary considers the quality of the personnel who will carry out the proposed project.**
- (2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
- (3) In addition, the Secretary considers one or more of the following factors:**
 - (i) The qualifications, including relevant training experience, of the project director or principal investigator.**
 - (ii) The qualifications, including relevant training and experience, of key project personnel.**

(F) ADEQUACY OF RESOURCES. (5 points)

- (1) The Secretary considers the adequacy of resources for the proposed project.**
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers one or more of the following factors:**
 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
 - (ii) The extent to which the budget is adequate to support the proposed project.**
 - (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

(G) QUALITY OF PROJECT EVALUATION. (10 points)

- (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.**
- (2) In determining the quality of the evaluation, the Secretary considers one or more of the following factors:**
 - (i) The extent to which the methods of evaluation are appropriate to the context within which the project operates.**
 - (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

(H) QUALITY OF THE MANAGEMENT PLAN. (10 Points)

- (1) The Secretary considers the quality of the management plan for the proposed project.**
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
 - (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.**
 - (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
 - (iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

SECTION D

TRANSMITTAL INSTRUCTIONS & CHECKLIST

Application Transmittal Instructions
Application Checklist

APPLICATION TRANSMITTAL INSTRUCTIONS

Mailing Address

An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: CFDA #84.926B (Be sure to include the correct numeric and alpha description –e.g. 84.926B), Room 3633, ROB #3, Washington, DC 20202-4725

Applications Sent by Mail

To qualify for funding consideration, applications sent by mail must be received no later than 4:30 p.m. (Eastern Standard Time) July 21, 2000 on or before the closing date. Postmark dates will be accepted. Applications received after 4:30 p.m. EST July 21, 2000 will not be read. The announced closing date and procedures for submission will be strictly observed. Applicants should also note that the closing date applies to both the date the application is received and the hand delivery date. An applicant is encouraged to use registered or at least first-class mail.

Each late applicant will be notified that its application will not be considered.

Applications Delivered by Hand/Courier Service

Applications delivered by hand must be received by 4:30 p.m. (Eastern Standard Time) July 21, 2000 on or before the closing date by the U.S. Department of Education, Application Control Center, Room 3633, General Services Administration National Capital Region Office Building #3, 7th and D Streets, S.W., Washington, D.C. 20202-4725.

The Application Control Center will accept deliveries between 8:00 a.m., and 4:30 p.m. (EST) daily, except Saturdays, Sundays, and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

In order for an application sent through an overnight delivery service to be considered timely, the application must be delivered on or before 4:30 p.m. EST July 21, 2000 closing date.

APPLICATION CHECKLIST

Does your application include the following?

_____ Cover Page (SF 424)

_____ Budget Form (ED Form 524)

_____ Itemized Budget and other budget information

_____ Proof of Eligibility

_____ Project Abstract

_____ Program Narrative which includes responses to selection criteria

_____ Assurances and Certifications

☐ [] Assurances - Non-construction Programs

☐ [] Notice to All Applicants

☐ [] Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace requirements.

☐ [] Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

☐ [] Disclosure of Lobbying Activity

☐ [] Certification of Eligibility

Did you ---

_____ Provide one (1) original plus two (2) copies of the application?

_____ Include all required forms with original signatures and dates?

_____ Mail Application To: OR Hand-deliver To:

ARTS IN EDUCATION
COMPETITIVE GRANTS PROGRAM
*ATTN: CFDA # 84.926B
U.S. Department of Education
Application Control Center
7th & D Streets, SW, Room 3633
Washington, DC 20202-4725

ARTS IN EDUCATION
COMPETITIVE GRANTS PROGRAM
*ATTN: CFDA 84.926B
U.S. Department of Education
Application Control Center
7th & D Streets, SW, Room 3633
Washington, DC 20202-4725

*Postmark dates will be accepted. Applications must be received on or before the closing date.

SECTION E

OTHER IMPORTANT INFORMATION AND NOTICES

Notice to All Applicants (Section 427 GEPA)
Important Notice to Prospective Participants in U.S. Department of Education
Contract and Grants Program
Grant Application Receipt Acknowledgement

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect

the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

General Education Provisions Act (GEPA) Requirement

Applicants should use this section to address the GEPA provision.

**IMPORTANT NOTICE
TO PROSPECTIVE PARTICIPANTS
IN U.S. DEPARTMENT OF EDUCATION
CONTRACT AND GRANT PROGRAMS**

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid is appointment if they understand that:

Failure to meet a deadline will mean that an applicant will be
Rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-937 1. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing or \$26 1.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter I (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call:

U. S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page <http://www.ed.gov/> (WWW address)

OCFO Web Page Internet <http://ocfo.ed.gov/> (WWW address)

